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# MINNESOTA LIBRARIES



## 49TH M. L. A. CONFERENCE

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Volume XIII

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Number 8

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DEPARTMENT OF EDUCATION  
STATE OF MINNESOTA  
ST. PAUL

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# MINNESOTA LIBRARIES

Volume 13

DECEMBER, 1941

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## *The Library Trustees Program*

The Library Trustees Section of the M.L.A. held an unusually successful meeting at the St. Cloud Conference with forty board members in attendance from different parts of the state. It was only a year ago at the St. Paul meeting that the trustees present voted to form a permanent organization to be known as the Trustees Section of the Minnesota Library Association.

Shortly after the Section was organized last year, the Chairman defined its purpose in the following terms: "To cooperate with all library policies adopted by the Minnesota Library Association, and to promote, extend and improve library service throughout the state, with the long-range goal of furnishing complete library coverage to the citizens of Minnesota by means of county and regional libraries to augment our already well-established urban libraries."

Under the able and dynamic leadership of Mrs. D. A. McKenzie of Crookston, considerable progress has been made during the past year. Quarterly news letters on various trustee problems were prepared and sent to all public library boards, a constitution was written, a set of by-laws drawn up, and a ten-point program outlined.

This program, one of the most encouraging library developments of recent years includes the following:

- Library service for every citizen of Minnesota.
- Levy of the full 3 mill tax in all municipalities.
- State and federal aid for libraries.
- Allocation of budgets according to or approximating the American Library Association standards.
- A trained librarian in every library.
- Certification for librarians.
- Book selection by librarians.
- A publication for Minnesota Trustees.
- A Commission of Trustees to study library needs, by counties, in cooperation with the Library Division of the State Board of Education and local Library Boards, for the purpose of aiding the extension of library service.
- The conception of library trusteeship as an obligation and an opportunity for inspired public service.

The implications of these objectives are broad and far-reaching. Implementation of the program should bring about profound changes in present conditions and should hasten the day when good library service will be within the reach of all.

In general, the Trustees' aims complement those of both the Library Division and the State Library Association. Both agencies have been striving for years to bring library service to every citizen of the state. Both believe in the principle of federal and state aid for school and public libraries, the certification of librarians, and good library standards.

In the past librarians have striven for the most part alone and in vain. Our collective voice emanating as it did from *within* the library was feeble and uninspiring. The public was not persuaded and city officials were not impressed. But now with the united and active support of trustees from every walk of life organized to translate their program into action, librarians have good reason to be encouraged and to regard the future with an optimism that has not been possible heretofore.—L. F. Z.

# Problems We Face in Extending Rural Library Service<sup>\*</sup>

MRS. RAYMOND SAYRE

*Chairman, Women's Committee, Iowa Farm Bureau Federation*

At first glance, it may seem strange that a rural woman has come to you to discuss libraries. There are several reasons for my being here.

First, I am here because I am interested in and believe in books; I believe in the power of books. As a child, I became interested in books because my mother read to me. When I was a little girl, there was a slogan on a breakfast food box which read: "Tell me what you eat and I will tell you what you are." I often read this slogan over and over and wondered how it could be true. Now I know that slogan is equally applicable to reading. "Tell me what you read and I will tell you what you are."

One of the questions, among many others, asked by the University of Chicago of students making application for entrance is this: "What have you read recently?" College authorities say that the reply to that question has been found to be more important than any other in telling what the prospective student is and whither he is going.

Several years ago I went to Europe. I traveled on the continent with a farm woman who had worked so hard all of her life on the farm that she had never had an opportunity to read. It was not only pathetic but tragic to me to realize what she was missing; what she did not see because she had never read. Wilhelm Tell, The Lion of Lucerne, The Castle of Chillon, Geneva, had little meaning for her. They were only names; and all because she had not had the opportunity as a child or as an adult to read.

I am also here today as a rural woman, as an interpreter of the rural home, of 90,000 rural homes in Iowa, and as chairman of a farm women's committee that went to the State Legislature this last year to ask for money for books for rural people. I am not

here to tell you what you can do in Minnesota, but only to tell you what we learned in Iowa. We learned the hard way.

We faced the problem first that rural people, themselves, do not understand what the situation really is as to the lack and the need for library service. I sometimes doubt if all librarians even completely understand the need for rural library service. Librarians are concerned with their own particular problems, trying often to meet them with limited funds.

I am quite sure the legislators do not understand what the situation really is. I contacted most of the legislators in my state last year. There wasn't a single legislator who really knew what the situation was in regard to the need for rural library service in Iowa.

They said, among other things, that the people had all the books they wanted. You can tell them that 51% of the people of the state do not have library service, but that does not seem to mean much. Most of us are left pretty cold by a mere recital of figures. They, too, are so used to figures that they do not affect them. We have to translate the figures into definite and actual situations.

For instance, tell them that at the new defense plant which is being built in a certain county of the state that all of the families are without books or reading material of any kind. They can understand that problem.

Some of the legislators said to me: "If people want books, why don't they get them; they are at the libraries in the county seats." And one man added: "Abraham Lincoln walked fifteen miles to get books. If rural people really want books, they can get them the same way." My answer to him was this: "Of course, we don't live in the days of

<sup>\*</sup>Based on talk given at the St. Cloud Conference of the M.L.A., October 3, 1941.

Abraham Lincoln any more, but for the sake of argument let's go back to those days, and all I ask of you, as a legislator, is this; that is, that you vote on this bill as you think Abraham Lincoln would have voted on it."

Most rural people do not understand what library services are available to them or what books can do for them. You may ask why rural people don't make more use of books that are now available. Well, the answer to that is that books have not been made really available to them. They have not been "exposed" to books.

There are many problems facing the country user of a town library, such as transportation, the hours the library is open, the formal atmosphere of the library, and the timidity and reluctance, the "not at home" feeling of the rural library users.

Then, in the country we have had this kind of philosophy of leisure, growing out of the conditions of living of the pioneer days; that is, that the man or woman who really amounts to anything never has any leisure time. The hands should always be busy. We have looked upon books as something only for the few, for the highbrow, for the rich. Books were something which should be read after the chores were done; but the chores were never done.

The conditions back of this sort of philosophy of leisure are no longer the same. Rural people, whether they will admit it or not, do have today more leisure time. The question is: "What do they do with it?" Obviously, country people are beginning to take on the pattern of leisure that comes from the city. They are going to the movies, the dances, and the nightclubs. Books and reading have little or no place in this new pattern of leisure which is being made in rural communities. If ever books are to be included in this new leisure pattern of rural people, it must be now. This is the critical transition period when the new pattern of leisure in the rural community is being made.

One of the problems that we face is the fact that many rural people do not understand the need for further education today and the part that the library can play in an adult education program. The great under-

lying need for rural library service rests on the fact that the farmer and his family live in a different kind of world today, and if they are to solve the complex problems of this new world, they must have more and more education and not less and less.

Rural life is changing rapidly. When my grandfather came to Iowa, his method of farming and his philosophy of rural life was about the same as that of Abraham of the Chaldees. Now we are moving out of the era when farming was a set of inherited motions, out of the era when the knowledge of farming was passed down from father to son by word of mouth, and we are moving into an era of technical and scientific agriculture where education is a necessity. We are moving out of the era when all farming was done by hand and into the era of mechanized agriculture. We are moving out of the era of subsistence farming, when the farmer had no part in the exchange economy of our national life, and into an era where the farmer has become a very definite part of the great interdependent and complex machinery of our national economy.

Now, what have we done about library service in Iowa? For the past three years, we have been getting out information to the farm people of our state about the library service that is now available to them, the needs and the possibilities for further extension. We have been getting out bulletins and pamphlets containing this information and taking it directly to the people for study and discussion. Each year, members of our state Farm Bureau women's committee hold meetings throughout the state in each county, with county and township leaders. At these meetings, a discussion of the whole library project is taken up and explained. Most of the 100 counties in Iowa have a farm woman acting as county library chairman, and it has been her duty to take this information out to the women in every small community and to stimulate interest in books and reading.

Another problem that we face is the cost of library service. During the last few years, the farmer—who makes up one-fourth of our population—has received something less than one-tenth of the national income.



Debt on farm land is three times as great as it was before the last war, and taxes on farm land so high that in many cases they are almost confiscatory. There is also a great difference in the taxable valuation of farm property within a state and within a county. In my state, in one district, the taxable valuation of the land is 200 times greater than in a district of one of the poorer parts of the state. For this reason, it seems that it would be impossible to have any program for the extension of library service that was not based upon a plan for state aid to provide money by way of an equalization fund for local library service.

When you approach a legislator about state aid, his first question is: "Where are you going to get the money? There isn't enough in the state budget." Last year, we were turned down when we asked for a mere \$25,000 for setting up a demonstration plan for rural library service, because we were told there was not enough money to do it, but shortly after that we learned that several thousand dollars had been voted for a new state office building, so the money can be had.

The difficulty is that it is hard to merchandise to a legislator intangible values. It is more difficult to see the intangible value of reading and education than to see the tangible value of building a road or building a bridge.

We are all wont to say that in time of war nothing else matters, but it is important to add that in time of war everything matters, and one of the things that matters most, as we have learned from the English people, is that morale matters. The first battle of Britain was won by the R. A. F., but the second battle of Britain was won by the indomitable courage and splendid morale of the British people. Civilian morale is as important as guns. Without it, battles cannot be won. Napoleon said — and he should have known — that the physical is to morale as one is to three, so it is important to say, I believe, that we must also find a way of paying for things which contribute to morale, as well as paying for guns and ammunition.

Another problem is finding a workable plan for the extension of library service. We will get nowhere unless we all work together. Some groups are working for county libraries, others for regional libraries, and so on.

One of the problems we have is that under the present law for setting up a county library service, with the library in the county seat town as the unit, we still have merely town libraries and the country people still do not feel at home in them. It also means that such a county system is administered by trustees from the town, and while the rural people may be taxed for the support of the county library system, they have no voice in making policies or any feeling of responsibility for making the program a success. Such a situation is in a very real sense a program of taxation without representation. If we are to set up a county library system, it must be on the basis that rural people will not only be taxed but will also have representation in making the policies. We cannot expect rural people to feel responsibility for a project if they have no vote. Until there is some provision for rural representation on county library boards, rural public opinion will not be behind it.

There is also the problem of who should take the initiative in working for rural library extension. There is always the question of whether a paid librarian should go to the Legislature to lobby for a bill. If he does, he is sure to meet the objection: "You are here to get more jobs for librarians." It seems to me that it is the duty of librarians to inform, inspire and enlist the people in the program. The librarian is the guide, the starter. He should be, as someone has said, "on tap, but not on top." It is the people, themselves, who should push this program in working for legislation and be the ones to promote such activity.

One of the objections that we must meet is the fact that a program for libraries is a woman's program. Men say it is something just for women; a luxury; that men are not interested. If enough public opinion is to be mobilized behind the movement for rural

library extension, it must include the interest and goodwill of both men and women.

Another group that should be interested is the town group. In a plan for promoting library service with the aid of a state equalization fund, we know that the money must come out of the pockets of both town and rural people. Town people sometimes say: "We support the town libraries that we use, why should we help to support rural libraries?" The answer is quite simple; that is, that in a democratic country all of the people are responsible for the education of all of the children. The right to equal educational opportunities is the first right of every citizen in our democracy. Furthermore, many of the people of the country become the people of the town and the city. In a recent survey of Warren County, it was found that 70% of the rural children had left the county, and of the number that has gone to a nearby county, 99% had gone to the city and only 1% to other rural communities. So the city actually has a stake in rural education. It is interested in the kind of children that come out of rural areas, whether they will contribute to the community to which they move.

The greatest obstacle in the extension of rural library service, as of many other things, is the problem of the apathy and inertia of the people. To make people do what they need to do in a democracy, you must push them, and push them hard. For some people are dreamers. They picture to themselves how nice it would be to have certain things. How fine it would be to have library service for all the people who are now without it. But they are merely dreamers. They are not willing to do anything to remove the obstacles which stand in the way of making their dreams realities. Some people are kneelers. They are willing to accept any good thing that is brought to them, but they will not put forth any effort on their own part to get it. And then there are the sitters. They are

the people who are satisfied with themselves as they are and with things as they find them. They want always to be comfortable, never to be disturbed. They want always to do things in the way they have done them yesterday and the day before that and the day before that. Changes disturb them. There is nothing really that you can say against these people. They are good people, but the question is, are they good for anything good? Are they really willing to make the effort and the sacrifice that is necessary to move their lives out of the passive existence which they are enjoying, into the active tense of getting some of the things done in the world that need to be done.

Education and extension of libraries have something to do with democracy. People should learn to govern themselves. Education is not only a great equalizer; when it is not given to all the people it is also a great divider. Many of our rural boys and girls are not in school, and many do not go to high school. In Iowa we boast of having only 1% illiteracy, but only 42% of rural children graduating from rural eighth grade go on to high school.

A democracy cannot afford to have gaps. We need the educational opportunity which the libraries can give to rural communities. The stake is not books, not libraries, not even the rural people, but democracy itself.

I can think of no better way of bringing this talk to an end than by quoting those lines so aptly used by Winston Churchill in a recent speech:

"Say not the struggle naught availeth  
The labor and the wounds are vain,  
Far back through creeks and inlets making  
Comes silent, flooding in, the main.

"And not by eastern windows only  
When daylight comes, comes in the light,  
In front, the sun climbs slow, how slowly,  
But westward, look, the land is bright."

# Leisure Time Reading for Children \*

MRS. INGER BOYE

*Children's Librarian, Highland Park, Illinois Public Library*

If you were to ask one hundred children what they considered leisure time, in all probability you would receive exactly one hundred different answers, and so it is with reading interests, they are as varied as the children themselves. Individually they must also be handled; only then can we expect to accomplish anything.

How much one is able to do along this line depends, of course, on working conditions, time and other things perhaps, but there are a thousand and one ways in which to reach the goal. As an old friend of mine used to say:

"Bite off more than you can chew,  
Then chew it.  
Plan on more than you can do,  
Then do it.  
Hitch your wagon to a star,  
Keep your seat and there you are.  
Go to it."

I am not going to discuss individual books, and I shall not attempt to give you recipes for this or that, but I should like to discuss briefly, some of the qualities and values which I think make life a richer life, and which may be awakened and developed through the leisure time reading of a child. For as Walt Whitman says in *Myself*: "There is that in me — I do not know what it is, but I know it is in me." . . .

I believe in letting the children read freely, and even if we, from our adult point of view, sometimes think that they read beyond their years it is rarely anything to worry about. "Even if you read all the books in the whole world, you don't read more than you have in your heart," said the old Danish philosopher Kierkegaard.

If I were to be the fairy godmother at a child's christening there would be many a cradle gift I should wish to bestow on my godchild, but there would be some I should

like to give in preference to others: First, *A Sense of Humor*, secondly, *The Gift of what I may call Seeing Beauty*, thirdly, *The Ability to Develop Appreciation*.

"Humor is the salt of life," says an old proverb. Certainly one of the fundamental qualities and an essential material in building a foundation for happiness in life is a keen sense of humor. Can't we all recall situations where a bit of humor saved the day, and can't we all also remember those times where a bit of humor might have saved the day and prevented certain consequences? There is always a spark to be found in everybody. If it is kept alive and nourished from early childhood it no doubt will bring untold dividends throughout life.

In time of distress and deepfelt concern for our future it is singularly important that we do not lose sight of this. That there is a distinct need and longing for the comfort of humor is shown clearly in the increasing demands from the children for "something funny."

*The Gift of Seeing Beauty*, — not only in things which obviously are beautiful, but seeing it in little everyday incidents, seeing it in the sunshine of a smile, feeling it in the kindness of a friendly word, going below the surface, to understand and comprehend; in other words: see the light as it is broken in a prism and not only as a shallow reflection in a mirror. Is not the one rich who has beauty to give away?

One day I told Andersen's lovely *The Nightingale* in one of the schools I visit regularly. We often talk a little bit about the story after it is told, so this time I asked them: "What do you think Andersen wanted to show you in this story?" There were more or less interesting answers, when a little brighteyed fellow raised his hand and said: "Do you know what I think he meant? I think he meant that even if that little bird

\*Paper presented at the St. Cloud Conference of the M.L.A., October 4, 1941.



was only a grey little bird, and not so pretty, *he* was the one who could sing." So, there in a nutshell was the deeper meaning of the story interpreted by my little second grade friend, the simple truth, not always a shiny outside, although it may shine inside.

Color is another thing that comes under this heading. It is the nature of the child to crave and long for bright colors, and today we have in our children's books a great abundance of richly colored illustrations which will satisfy this longing. It is the rightful heritage of childhood to acquire a feeling for the wealth of color everywhere, to enjoy its beauty, and to learn to combine it in harmony. For color is certainly power. It exerts a subtle but very decided influence on our daily life.

*The Ability to Develop Appreciation.* How *does* one develop appreciation? Strangely enough, the best and simplest definition I have been able to find of how to acquire this thing, appreciation, was given hundreds of years ago. Yes, hundreds of years ago, Plato, referring to the same subject, simply and practically stated: "It cannot be taught like other subjects, but after much communing and constant intercourse with the thing itself, suddenly like a flame, kindled by a running fire, it is born into the soul and henceforth nourishes itself." Such a simple thing, but only for the ones who tend their fires.

You may say that appreciation is but a further development of what I previously called seeing beauty. Perhaps it is, but so much more than that! If I were to define it, I think I should say it consisted of two things mainly, knowledge and imagination, plus some intangibles which cannot easily be defined, emotions, feelings, etc.

Knowledge goes, as we know, into every branch and section of dead and living material, but—imagination goes further. As Albert Einstein once expressed it: "Imagination is more important than knowledge, for knowledge is limited, whereas imagination embraces the entire world of thought, stimulating progress, giving birth to evolution." I believe we all now recognize imagination

as the creative force in a child's life, the life-giving well.

There has been a tendency for several years to emphasize what somebody characteristically has called the "steam-shovel school of literature." The "steam-shovel school of literature" is, of course, needed, as well as good, sound factual material, all phases of science, biography, fine arts, history, etc. They are just as much leisure time reading to some children as light fiction may be to others. But I do not think we need the steam-shovel to the extent that it takes the place of imagination, vitamin B plus, so to speak, in our mental diet.

What would a scientist be without imagination to visualize possible discoveries? And where would an aeroplane constructor be without imagination to picture in his mind a better, future vehicle for the air?

Today most children need this mental vitamin called imagination, but again the golden Middleway must be taken. If a child occasionally has *too* much of it, perhaps a dose of the "steam-shovel school" can bring the proper balance.

Since we are on the subject of imagination I would like to mention fairy tales as means of developing this quality. Do we generally appreciate our old fairy tales and the values they offer? No philosophy is deeper than that which lies beneath some of these stories, and no psychology is certainly more important than that which is so well illustrated in the best of them. Aside from that, the fairy tales belong to the child and ought always to be near him, not only because he has a natural craving for them, and they are told in his special literary form, so to say, but because they constitute one of the finest textbooks you can offer him in the school of life. Is there a better Sunday-school lesson than Little Red Riding Hood? Little Red Riding Hood does not obey her mother, so . . . things happen. The wrong thing and punishment follows; right *is* right, and wrong *is* wrong; no appeasement and no compromise here.

May I say this, however; I want the fairy-tales in their original interpretation, and *not*

modified and changed with the poor alibi that they are too gruesome for the children of today. If some of them appear too much for a particular child there are others to choose from. And as to the gruesome side of it, what do our children listen to over the radio, see in the movies or read in the comics besides the screaming headlines in our daily newspapers?

What right do we have to change these stories? Let us create new ones if the old tales do not suit us or fit our needs, but leave the old ones alone lest we destroy their teachings. These stories have come to us as a heritage from ancient people who could not write or read, that is true, but who out of their simple wisdom and experiences created and perpetuated some of the most vital and delightful literature the world has ever known.

*And poetry* — we all know that small children love little jingles and rhymes, the sense of rhythm seems to be inborn. If we only could keep it alive and nourish it through the school years, gradually it would come, a happy feeling for beauty of form and an interest in words. And — what an interesting thing a word is; how many stop to think about that, its musical sound, its history, its change of interpretation and color during travels through various countries and different times.

Poetry, of course, will never become part of every child in the sense that fiction is. It will always be for the few, — but the more for the few, girls and boys. Boys like poetry, too, particularly the vigorous, rhythmic kind of poetry, and above all, the funny poems.

If we, however, want to use poetry to its best advantage it ought to be read aloud. It is with that as it is with music; how many of us are able to read music and really enjoy it? No, we must hear the sound of it before it takes on meaning to us.

Let me also mention biographies for I have children who genuinely love and enjoy biographies. Children are hero worshipers, and the fact that men and women have met and conquered difficulties is a challenge to them all.

Don't let us forget nature studies — the great wonders of Mother Nature, miracles, rather, which have become so much everyday life happenings that we no longer are aware of them as such; the little brown seed bringing forth a lovely, bright flower, the lumbering, clumsy caterpillar eventually turning into a gorgeous butterfly, etc. Fortunate is the child who learns to wonder, and more than fortunate when he discovers that in books he can find the answers to many of his questions.

Last spring one of my little friends came running into the library one afternoon. Almost out of breath she managed to say: "I came in to tell you there is a beautiful bird sitting outside your window." We found him there. He *was* beautiful. We also found his picture in a book, a Cedar-waxwing dressed in his spring outfit. And my little friend, there was a soul alive, not only living. Is not that another thing we want leisure time reading to do for our children, to bring them alive?

I wonder how many pause to think of the word *alive*? It is a wideawake word, both in sound and meaning. There are millions of people living in this world today but how many are alive? For there is a vast gap between the word *living* and the word *alive*. *Alive* consists of little things and big things mounted on very broad foundations, open hearts and open minds in spiritual and intellectual freedom. It is, I admit, difficult to be *alive* in the best sense of the word today; it is so much easier *just* to live. But is not tomorrow also our responsibility?

May I for a moment or so talk directly to you as guardians of tomorrow's leaders? This is a time of cynicism and disbelief. It is more than apparent in our adult life, it has crept into our literature and we see signs of it in our children. As children's librarians you have the opportunity of exercising great influence in the community. Use that influence, and *please*, do not let our children lose faith in humanity. They need to build hope and faith, twin motors to keep them flying forward. That is why I am grateful for a book like *Nansen* by Hall, because, despite all his torn illusions, Fridtjof Nansen was

able to believe in humanity, for a book like *Maminka's children* by Jones for the faith it displays in the simple, wholesome ideals of the home, for a book like *Call it courage* by Sperry for the challenge it flings at us all.

Perhaps my next sentence is going to sound like a paradox to you: "Don't let us shelter our children too much." For a long time, at least that is how it appears to me, we have tried to make everything *so* interesting and easy for our children. I have nothing against the interesting part, but aren't we pre-digesting a bit too much for them? Perhaps our attitude is a natural reaction to a previous set and rather inflexible educational system and the pendulum for a time has swung too much to the other side. But we cannot live our children's lives. Neither can we sterilize life for them, and life is not always nice and pleasant as we would wish it to be. It is full of petty little things, of disappointments and deep sor-

rows. Are we equipping our children for that, are we teaching them to build up their own resources to meet the problems of life? We know it is not the things that come to the children or happen to them that count. What counts, what will always count, is how those things are met, and for that we must realize we are greatly responsible. It seems especially important to keep that in mind at the present time.

Finally may I say this: Let us keep in mind the fact that the child remains fundamentally the same as it ever has been. It is the world that has changed. If we want a better world for our coming generation we must do our part, every single one of us, in the library, in the school, in the home. And don't think that whatever *you* do is too little or too insignificant. It counts. We should all be part of a gigantic chain, a chain which is just as strong as its weakest link.

### *The Librarian's Responsibility*

"... Library service will become much more effective as an agency for social action when the librarian recognizes his responsibility to have a larger share in determining what the people of his community should think about and read about. Possibly he has as much obligation to know what subjects are socially significant as to know what books are good. And surely the tradition of intellectual independence is strong enough to enable the librarian to help the people decide what they should think *about*, without permitting himself to tell them what opinions they should hold on any question.

"It may also be hoped that most libraries will, at least temporarily, shelve the traditional practice of trying to get one copy of every good book on every subject. This would seem to be a time when library materials should be purchased primarily because of their immediate usefulness in the light of current events."—"A.L.A. Secretary's Report," 1940. *Bulletin of the A.L.A.*, September 15, 1940. P. 498.

# Adult Education Through the Small Library \*

KATHARINE YERXA

*Librarian, Franklin Branch Library, Minneapolis*

Too often librarians have thought of adult education and Reader's Advisory Services in terms of the large library with its specialized department and definite procedures. Today I am thinking in terms of the small library or neighborhood branch where the librarian herself must carry the brunt of the work on top of an already loaded schedule, and with limited funds.

We know it can be done because small libraries have done it. Both town and county libraries have held successful discussion groups, accompanied by reading lists on the subjects chosen. Perhaps the most important job of the smaller library, however, is to awaken its patrons to the latent opportunities for informal self education through pleasurable reading. It is a new idea to most adults — this idea that education does not end with a high school diploma or a college degree — that it can be a continuing lifelong process through planned purposeful reading.

Thinking in terms of informal self education means a shift in emphasis. The patron is not seen as "one of the public" but as an individual with his own problems and interests, different from every one else. There are some readers, for example, who might get far more practical help out of Hadida's *Manners for Millions* than from that classic of all etiquette books, Emily Post, because the Hadida book approaches good manners in living at their level of society. Adult education in a library, in broad terms, means giving library service in relation to the individual's particular needs and abilities, and that can be done in any public library from the largest to the smallest. If we librarians could think in terms of informal education and let it permeate all our work we would realize the inherent dignity of every request for help, even from the reader who is inarticulate and vague.

A library, planning to install such a service, could set aside definite hours each week

at a time most convenient for adults, and let it be known that the librarian or some other qualified member of the staff was available at those hours for consultation on reading problems, and for help in planning informal reading courses. This sort of service is for the serious reader or the perplexed one, the reader who needs more than the casual consideration possible at the loan desk. A very small library would not even need to do this. A notice on the Bulletin Board could announce that the librarian would be glad to make an appointment to talk to any one who would like to continue his education through planned reading.

This service does not always take the form of a reading list. At times two or three titles with their call numbers, jotted down on a piece of paper as we talk, will answer the patron's needs. Sometimes a reader merely wants the pleasure of telling about some book he enjoyed or found challenging, to share it with another book lover. A trial and error approach is often satisfactory, letting the reaction to one book suggest the next one, and much advisory work can even be done verbally.

Many serious readers, however, who really catch the idea of purposeful reading, will want a prepared list. If a list is to be given it should be carefully prepared. The distinguishing mark of all self education work as distinct from the ordinary services of the library is its individualized nature, based on an attempted understanding of the reader's particular purpose in reading.

The greatest demand comes for books in self development or making up the felt lack of enough formal education; the man who perhaps left high school early and feels handicapped in his relationship with other men in business, the wife who has married a college man and senses a lack in her own general background, the mother who feels

\*Based on paper given at the St. Cloud Conference of the M.L.A., October 3, 1941.



that her adolescent children are growing intellectually beyond her. This means that many reading courses are needed in psychology, general background, better English, history, great novels, and the sciences. Or a hobby or vocational interest may be the motive behind the request. The outstanding gardener in the town might like to build his winter reading around a group of books covering all phases of gardening: soils, methods of transplanting, growing of annuals, perennials, and the like.

How do we discover the reader's special needs? The interview is the basis of all individual work in informal self education. This is not so much a technique as an attitude toward the patron; a friendly conversation between two equals. Every approach has to be different. Some readers are reserved, others free and easy; some are indefinite in their wants, others businesslike and direct.

There must be nothing perfunctory or hasty about any interview. The reader must be given time to talk out his real interest. That is why the librarian in a small town would have to set aside definite announced hours or make a special appointment so the reader would not feel that he was encroaching on her time.

There are three points to discover during an interview: the reader's educational background, his intellectual capacity, and the subject in which he wishes to read. These facts we try to find out both through indirect questions and by letting the patron talk. The extent of his schooling, the extra classes he may have attended, or the reading he has already done in a subject are important. Sometimes we can't get this information even informally. But it helps to fit the book to the reader if we have it. Then, too, we need to form some judgment about the reader's intellectual capacity. What type of books and magazines has he read? Is he a slow or fast reader? This sort of information will often help the librarian to form some opinion as to his patron's reading ability and the kind of book he can handle. But it must be obtained indirectly and not in the form of direct questioning.

The most difficult point of all is to ascertain the reading interest. The patron with a vocational problem usually knows exactly what he wants. Or sometimes the patron has a well defined cultural interest—a livestock manager carried over his interest in animal breeding to a study of racial origins and racial types, including books on evolution, anthropology and ethnology. A housewife, whose husband was a day laborer, came in for books on vocabulary building, and eventually read eleven great novels; sent in two friends for copies of the same course and asked for a second list for herself. But many clients have no special reading interest. There is a sudden urge to read or they have tired of light romances or sexy novels. Here the adviser needs to fish for an interest and try to get a nibble of some kind. *This is the hardest group to satisfy.* Sometimes we can find no definite idea to tie to and have to suggest a sort of orientation course in new subjects in hopes that one of the books will awaken an interest that can be used in a subsequent list.

Of course the interview is only the beginning of the process. The results come in making recommendations that will hold the reader's interests and keep him to the course until his interest is satisfied or his problem met. It may be two books or it may be twenty. The reading course is simply a working plan to be dropped or changed or extended as occasion demands.

A reading course is not a mere list of books on a subject arranged in alphabetical order. It is usually a short group of books chosen to cover various aspects of a subject so that the group as a whole give a fairly comprehensive range of the subject chosen. Sometimes we start with the simplest book and work toward the more difficult; sometimes we use an outline book, like the outlines of history or literature and follow with the specific periods or phases of the subject. But always there must be a central theme or unit. We may have to examine ten books to find the one that fits into the course for that particular patron.

As librarians giving individualized service we need to have as wide a background as



possible of books, especially the simply written introductory books. We should be well enough informed to be able to judge the contents of a book in the light of our reader's requirements, particularly the degree of its reading difficulty. We need, also, enough intellectual curiosity to enjoy digging into a subject new to us, in order to help a patron. We cannot carry over our enthusiasm to a reader, or help him explore a new field unless we, too, know the fun of investigating an unknown subject. We should try to cultivate an interest in many subjects. This is even more important for the librarian of a small library than it is for a Reader's Adviser in a large library because she cannot draw on the department specialists in art, or music, or economics or technical subjects for advice and recommendations.

But more than book knowledge is necessary. We should have a social point of view. Not only should we like people and respond to them but we need some understanding of human nature, if we are going to sense the deeper problem that often lies back of some very simple, rather obvious request.

This emphasis in adult education in a small library will be reflected in the book selection—the library will buy more of the basic books which are most used in reading courses—the popular simply written books in good English, psychology, outlines of history and literature, the people's library, Headline books and the like. No library could start this service without a small basic collection on hand. Sigrid Edge's *Books for self-education* would prove helpful in building up such a collection.

The great disadvantage of the small library in informal education is its limited collection. Pamphlets and magazines make excellent supplementary material and can be used much more generously on reading lists. A limited collection necessitates stressing of courses of a popular nature and of a general scope because our own book collections can best take care of such requests. The more unusual subjects and advanced books on a list would have to depend on the collection at the Library Division.

I spent a morning in conference with the staff of the State Library Division and I know they appreciate the need for this kind of service and are willing to cooperate as far as possible with any librarian in the state who sees the possibilities in promoting self education through her library.

A library with a fairly adequate collection of books, from 20,000 to 75,000, could probably make most of the selection for its own courses, drawing on the state collection for a needed book or two. The very small library might have to depend on the State Library Division for the whole reading course. In either case, and indeed I should think that it might be true in all requests to the state department, it is absolutely essential that we give them all possible information about our patron; his education, purpose in reading, the special problem he is trying to meet, the type of book we think he is able to handle, anything that will help them in turn to see our patron as an individual and not just as a request for a book. Otherwise we may get the best book on the subject but not necessarily the best book for the individual reader we have in mind.

Self education has an important role in the present crisis. There has never been a time when it was more necessary for adults to be informed on national issues. Is it not our responsibility as librarians to awaken our communities to the need for further study of these issues? Books and reading can do much toward the maintenance of morale, the development of tolerance and fair play toward minority groups, and the keeping alive of the spirit of truth and reason in the face of propaganda.

Someone has said that constructive thinking is done by individuals and not by groups. If so, the library's distinct contribution in adult education lies in its service to individuals, helping them to see the possibilities of purposeful reading and aiding them in their self study. The nation needs enlightened intelligent citizens at this time of crisis and anything that we as librarians can do to stimulate intelligent thinking and study is a service not only to our communities but to the National Defense.

SELF EDUCATION THROUGH THE  
SMALL LIBRARY

- Chancellor, John, and others. *Helping the reader toward self education*. Chic. A.L.A. 1938.
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- Humble, Marion. *Rural America reads*. N.Y. Amer. Assoc. for Adult Educ. 1938.
- Johnson, Alvin. *The Public Library — a people's university*. N.Y. Amer. Assoc. for Adult Educ. 1938.
- Wilson, L. R. *Role of the library in adult education*. Chic. Univ. of Chic. Press. 1937.
- Edge, Sigrid. *Books for self-education*. Chicago. A.L.A. 1938.

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*50th Annual Meeting*

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Fifty years ago on December 29, 1891, a small group of librarians met in the rooms of the Historical Society Library, in the old Capitol, and organized the Minnesota Library Association. Dr. William Watts Folwell, librarian of the University of Minnesota Library, was elected the first president and Miss Gratia A. Countryman was the first secretary.

On October 8-10, 1917, the Minnesota Library Association held its twenty-fifth annual meeting in the newly completed St. Paul Public Library building. The United States had entered the first World War only a few months before and celebration of the first important milestone in the Association's history was overshadowed by preparations for war library service.

Next October we will hold our fiftieth annual meeting in Minneapolis. The dates and plans for this meeting will be announced in this publication and in the *Peddler*.

From the original membership of 10, the Association has steadily grown until we now have 665 individual and institutional members. Our goal is 750 members for next year, an increase of only 85. Last year we increased the membership by 173 new or renewed memberships. Will you cooperate with us in this membership drive by sending me names of librarians who are not members and by personally asking them to join?—JOSEPH T. WHEELER.

# MINNESOTA LIBRARY ASSOCIATION

## Forty-ninth Annual Conference

JOSEPH T. WHEELER

*Secretary-Treasurer, Minnesota Library Association*

The forty-ninth annual conference of the Minnesota Library Association was held at the St. Cloud Institute in St. Cloud from October 2 to 4. The original plan of the Executive Board to hold the meetings at the local hotel was changed at the last minute because of labor troubles which made the use of the hotel facilities for the conference impossible. In spite of this handicap the conference was a decided success due to an excellent program of stimulating speakers and the fine cooperation of the Local Arrangements Committee.

### GENERAL SESSIONS

The first general session, presided over by the president, Miss Florence D. Love, of Faribault, was called to order at 10 A.M. Thursday. After the address of welcome by the Mayor of St. Cloud, Mr. Ralph H. Rosenberger, Director of Schools of the St. Cloud Reformatory, spoke on "Juvenile Delinquency and the Library." Mr. Rosenberger's address was followed by a discussion by Miss Perrie Jones on "The Problem as a Public Librarian Sees It." Miss Jones referred in her talk to the excellent pioneering study by Miss Mildred L. Methven on "How Libraries Can Help to Prevent Crime" which was presented before the Central States Probation

and Parole Conference and which we hope will soon be published in a library journal. Lack of time prevented a discussion of the points raised in this analysis of the library's responsibility in preventing delinquency. However, it was suggested that this problem be considered more thoroughly at a future meeting. The concluding address of this session by Dr. Gaza Schutz, formerly a librarian and now a farmer by preference, pointed to a number of weaknesses in the library profession including inadequate and unsatisfactory professional training, a lack of a satisfactory professional literature and perhaps above all the essential need of a thorough work analysis of library services to insure that the better paid professional staff do not waste their time and library funds doing work which can be done by less expensive clerical employees.

The second general session was called to order at 2 P.M. Thursday afternoon. A report of the progress of the W.P.A. State-Wide Library Project was given by Miss Lucille Gottry. The annual Business Meeting then followed. The reading of last year's minutes was dispensed with since they have appeared in printed form in this publication. The Treasurer's Report for 1941 was read and accepted.

### TREASURER'S REPORT\*

Received from Mrs. Rella E. Havens, Treasurer, on November 6, 1940..... \$ 747.57

#### RECEIPTS

Membership dues.....	\$627.00
Exchange on checks.....	.10
Interest on savings account.....	2.50
Miscellaneous receipts.....	2.20
Exhibits at St. Paul meeting.....	240.00
Total receipts.....	\$ 871.80
	\$1,619.37

\*Books closed September 30, 1941.

## DISBURSEMENTS

## Convention expenses (St. Paul, 1940)—

Telephone and telegraph.....	\$ 10.95
Tea at Sumner Branch Library.....	4.70
Tips for waiters.....	32.00
Stationery, supplies and printing.....	29.11
Honorariums for speakers.....	55.00
Convention flowers.....	22.15
Convention reporter.....	80.00
Typist.....	15.75

Total..... \$249.66

President's allowance.....	50.00
Secretary-Treasurer's allowance.....	50.00
Exhibit Committee chairman's allowance.....	25.00
Exhibit Committee expenses.....	3.90
President's telephone and stamp expenses.....	6.40
A.L.A. Contributing membership.....	25.00

## Stationery and supplies—

Membership statements.....	\$ 32.35
Letterheads, envelopes, etc.....	47.03

Total..... \$ 79.38

Postage..... 75.00

## Printing—

Facts and Figures (10M).....	\$126.00
1941 Membership Directory.....	13.00

Total..... \$139.00

Miscellaneous supplies.....	9.95
Telephone and telegraph.....	5.35
Exchange on checks.....	11.86

## Junior Members' Section—

Peddler (three issues).....	\$ 28.52
Personnel survey.....	1.13

Total..... \$ 29.65

Trustees' Section monthly letter..... 17.10

Total disbursements..... \$ 777.25

Total balance..... \$ 842.12

Savings account..... \$502.50

Checking account..... 339.62

Respectfully submitted,

JOSEPH T. WHEELER,  
Secretary-Treasurer.

A report of Executive Board meetings summarizing activities during the past year was presented. Seven meetings were held, each unusually well attended. In addition to the regular duties of appointing committees and authorizing expenditures, the Board took favorable action on petitions asking the creation of the Children's and Young People's Section and the College Section, thus making a total of six sections of the Association. The Board authorized the publication of *Facts and Figures*, an attractively printed and well-prepared pamphlet, which will be useful, in presenting the library situation in Minnesota to citizen's committees, trustees, service clubs, women's clubs and rural organizations as well as to members of the state legislature. Small grants were made to the sections to enable them to carry on their work pending a permanent solution of the problem of section financing. The Board made a larger grant to the Trustee's Section to finance the excellent monthly series of Trustees' Letters, which went to every library board. The Board authorized the preparation of a manual outlining committee duties in order to insure a continuity in their work and as a means of informing new committee appointees of their responsibilities. It is hoped that this project will be completed next year.

The Library Planning Committee report was read by the chairman, Miss Clara F. Baldwin. The committee was enlarged last year to include representatives of various types of library work and a restatement of library objectives was undertaken. The objectives in preliminary form were distributed at the conference for discussion and study.<sup>1</sup> It was the hope of the Committee that persons interested in the fields of library service covered by the objectives would send in their criticisms in order that a final revision might be made for approval and publication at the 50th Anniversary Meeting next year. The Planning Committee "urges the hearty cooperation of the Association in carrying out the program of the Library Division and securing adequate support for its activities." The Committee also went on record in favor of the W.P.A. Library Demon-

stration Projects and the work that is being done in library extension. The Committee endorsed the proposal to concentrate on Certification in the coming session of the Legislature. The Planning Committee also included the following statement in its report:

#### Libraries and National Defense

*In these times any planning for the present or future must necessarily take account of the National Defense program. The statement of policy adopted by the A.L.A. Council well expresses the challenge of the present crisis to hold fast to our fundamental purposes and*

- (1) *To continue the campaign for the extension and betterment of libraries, with local, state and national support*
- (2) *To inaugurate a positive program of stimulation and leadership to promote the reading of thought-provoking books on socially significant questions, on all aspects of current problems and their historical antecedents, and*
- (3) *To contribute in all possible ways to the preservation and improvement of the democratic way of life and the maintenance of faith and courage which is the primary line of defense of national morale.*

The Legislative Committee report, prepared by Carl Vitz, chairman, recorded the Legislature's failure to act on the revision of the library law to clarify the matter of contracts with adjoining counties by a minor change in wording. It was recommended that this amendment be reintroduced at the next session of the Legislature. The Committee referred the question of further legislative action—state aid, certification or other necessary legislation—to the Executive Board for study.

The report of the Children's Memorial Library was presented by Mrs. George B. Palmer, the representative of the Minnesota Federation of Women's Club who has been active with Miss Ruth Rosholt, the M.L.A.

<sup>1</sup>Copies of the library objectives may be had by writing to the Secretary-Treasurer.



representative, in stimulating gifts to form traveling libraries for children in rural areas.

The Public Relations Committee, Miss Jane Morey, chairman, reported on its first year of activity in contacting and securing the cooperation of state organizations, service clubs, women's clubs, professional clubs, organizations for farmers and farmers' wives, etc. The committee recommended approaching presidents of organizations immediately after their annual meetings when their committee work is being newly organized. The report also emphasized the importance of a concrete plan of action to suggest to interested organizations. The cooperation of librarians throughout the state in notifying the Public Relations Committee of state officers resident in their community and especially those who are library patrons was stressed.

Miss Sarah Wallace presented a report of the excellent work of the Publicity Committee in advertising the annual meeting to members and the work of the Association to the general public in newspapers and over the radio.

The Exhibit Committee, Mr. Ernest Johnson, chairman, reported the sale of thirty exhibit spaces for \$240.00. Nine free spaces were also provided for educational exhibits.

The Nominating Committee, Miss Grace Stevens, chairman, made the following nominations:

President.....	Miss Eileen Thornton
First Vice-president.....	Miss Elizabeth Bond
Second Vice-president.....	Miss Mildred L. Methven
Certification Committee.....	Miss Alma M. Penrose
Representative on A.L.A. Council.....	Miss Margaret Greer

The Secretary reported that the slate of officers listed above had been elected by ballot.

The Revision of the Constitution Committee, Mrs. Rella E. Havens, chairman, presented several amendments which were acted upon. Provision was made for the

election of a representative from the Association to serve on the American Library Association Council. This representative automatically becomes a member of the M.L.A. Council. The provision for the honorarium of the Secretary-Treasurer was amended to read that he shall receive an amount not to exceed \$100 yearly for the time and expenses connected with the work. An amendment was made to the section on membership dues, granting to the Trustee's Section one-half of the Institutional Membership dues. These amendments were carried by a two-thirds majority of members present.

Miss Elsie Baker presented the problem of section financing, pointing out three possible alternatives (1) for the Board to make grants when necessary to sections at the same time urging sections to collect dues from their own members, (2) leave the financing of the section entirely up to the section; and (3) to apportion the membership dues of the Association to the sections according to their membership which would probably mean that the dues would have to be increased. It was moved and passed to accept the first alternative for the present.

The seal printed on the program and membership directory was accepted as the official printed seal of the Association.

A motion was carried granting the chairman of the Exhibits Committee an honorarium of twenty-five dollars to reimburse him for his expenses in connection with this work.

A letter of greeting from the American Library Association was read as well as a letter inviting the Association to hold its 50th Annual Meeting in Minneapolis in 1942. The matter was referred to the Executive Board for action, and the meeting was adjourned.

Miss Eileen Thornton, President-Elect, presided at the Third General Session at which Arundell Esdaile, President of the (British) Library Association spoke on the history of the British Museum and the activities of British libraries during the present war. A reception sponsored by the St. Cloud

Library Board, followed Mr. Esdaile's interesting address.

The annual banquet of the Association was held Friday evening and was followed by a lively and informal talk on "Wild Libraries I Have Known" by Glanville Smith, author of *Many a Green Isle*. Mr. Smith described in a most interesting manner the South Sea libraries he had visited. The banquet meeting was followed immediately by a dance in the Elk's Hall.

The fifth general session was held on Saturday morning. The Membership Committee, Miss Irene Fraser, chairman, gave the following report:

Total membership for 1941.....665

Total individual membership.....601

Total institutional membership..... 64

Public Libraries.....54

College Libraries..... 8

Organizations ..... 2

Total membership for 1940.....472

Increase in membership.....193

The Secretary pointed out that this was the largest membership in the history of the Association but that it should be possible to increase it to 750 members for the 50th Anniversary meeting next year with the cooperation of all the members. A membership directory listing all members through August 15 was distributed at this meeting.<sup>2</sup>

The Registration Committee, Miss Elsa Ihm, chairman, reported that the total number of members and guests registered at the conference was 318, including 40 trustees.

The Resolutions Committee, Miss Gertrude Glennon, chairman, introduced a number of resolutions which are on file in the permanent minutes of the meeting. At the close of this business meeting, Mr. Alfred M. Githens, New York architect and co-author of the *American Public Library Building*, gave a most interesting discussion illustrated with lantern slides on "Recent Trends in Public Library Buildings." Mr. Githens' talk was followed by a meeting of the Library Buildings Round Table, presided over by Miss Perrie Jones.

## SECTION MEETINGS

The Junior Member's Section meeting was held on Thursday noon. The brief business meeting was followed by an address by Dr. Louis H. Powell, Director of the St. Paul Institute, on "Unlocking the Treasure Room." Dr. Powell stressed the responsibility of universities, libraries and museums in creating a realistic basis for concerted American thinking by making their resources available in popular form. The following officers were elected: chairman, Miss Irene Schiller, St. Cloud Teachers' College Library; Secretary, Miss Adelaide Hill, St. Paul Public Library; Treasurer, Miss Wilma Westburg, University of Minnesota Library.

The Trustee's Section, Mrs. D. A. McKenzie, chairman, met Friday morning for a business meeting and a panel discussion. A constitution was accepted for the section and a program was outlined for the future. This program will be submitted in the monthly trustee's letters to library boards throughout the state for consideration this year. It was decided to appoint a committee of trustees to gather information about library conditions in each county to supplement the data on file in the Library Division and as a basis for future action. The following officers were elected: chairman, Mrs. D. A. McKenzie, Crookston; vice-chairman, Mr. E. R. Steffensrud, Chisholm; secretary-treasurer, Mrs. D. L. Grannis, South St. Paul. The well-organized panel discussion was lead by Mrs. Emil Ahola who spoke briefly on "The Trustee's Opportunity for Community Service," stressing the responsibilities as well as the personal benefits derived from being on the library board. Mrs. E. C. Biller spoke briefly on Minnesota library laws. She felt there was need of a clearer definition of the division of responsibility between the city council and the library board and recommended a joint meeting of these two bodies to work out a satisfactory allocation of authority. Miss Ethel I. Berry described the organization and history of the Hennepin County Library. Miss Elizabeth Bond spoke on

<sup>2</sup>Copies for members who were not at the St. Cloud meeting may be secured by writing the Secretary-Treasurer.

"How the Trustee Can Help His Librarian Get Better Library Publicity." She said "good service is the best publicity that a library can have" and suggested that the trustee could cooperate in the library's publicity program by (1) seeing that the librarian meets the community leaders, (2) being thoroughly familiar with the work of the library and (3) knowing what the library can do under favorable conditions in improving cultural conditions in the community. Miss Irma Walker spoke on the library budget and made a number of practical suggestions for remodeling and rejuvenating the library building. Miss Agatha Lindner spoke on "What a Librarian Expects from Her Board." Mrs. C. A. Nickoloff, in speaking on "The Role of the Public Library in the Defense Program," mentioned the following significant points: (1) the public library should present books that will emphasize democratic institutions, (2) the library should cooperate in supplying library service in army centers, (3) the library should strive to meet the increased demand for technical books in connection with defense work and (4) the library should preserve the cultural achievements of all nations. Mrs. Grace Wiley then spoke on the problems of a small library as she had experienced them. The panel was concluded by Mrs. McKenzie's statement of the aims and importance of the Trustee's Section. Among the problems for the current year are (1) raising money, (2) laying plans for developing county and regional library service and (3) analyzing what is wrong with library boards in order to make suggestions for further improvement. The luncheon meeting of the section was held with the Small Public Library Section and Mrs. Raymond Sayre spoke on "Problems We Face in Extending Rural Library Service." Her address will be found on page 224.

The Small Public Library Section, Miss Irene Helland, chairman, met Friday morning. The tentative objectives prepared by the Planning Committee were read and distributed to members for further study and criticism. It is hoped that they will be accepted in revised form at the next annual meeting. Miss Katherine Yerxa spoke on

"Adult Education Through the Small Public Library." Her address will be found on page 232. The panel on library problems lead by Miss Jane Morey was opened with a discussion of "Children's Work in a Small Library Without a Separate Children's Room" by Miss Frances Klune. Mrs. C. C. Bordwell spoke on reference work in small libraries. The following officers were elected: president, Mrs. William McCart, Detroit Lakes; vice-president, Miss Frances Klune, Chisholm; secretary, Mrs. Inez Albertson, Fairmont; treasurer, Miss Edna Steiner, Red Wing. A joint luncheon meeting was held with the Trustees' Section at which Mrs. Raymond Sayre gave her inspiring talk on "Problems We Face in Extending Rural Library Service."

The Minnesota Association of Hospital, Medical and Institution Librarians, Miss Isabelle Anderson, president, met Friday morning in connection with the Minnesota Library Association conference. The following officers were elected: president, Miss Ruth Tews, St. Paul Public Library; secretary-treasurer, Miss Margaret O'Toole, Veterans Administration Library, Minneapolis. Feeling that the work of this Association could be carried out more effectively by maintaining a separate identity, the members decided at this meeting not to become a section of the Minnesota Library Association. However, a resolution was passed asking the M.L.A. Executive Board to place a member of this organization on the M.L.A. Council. A motion was passed that the Constitution be amended at the next meeting to change the name to the Minnesota Association of Hospital and Medical Librarians. The Association went on record regretting that the American Hospital Association had failed to act upon the request for a Hospital Library Section. Miss Dora Capewell spoke at the luncheon meeting on psychological tests which are given in the rehabilitation of handicapped children and disabled adults. Dr. R. N. Jones, St. Cloud surgeon, also spoke on patient's reading. An excellent list of books prepared by the Book Committee for patients with many of their own comments entitled *The Patients Speaking* was distributed at this meeting.

The Catalog Section, Miss Ruth Rosholt, chairman, met Friday morning for a business meeting and discussion of problems. Dr. David Bryn-Jones spoke on "Propaganda Materials and the Library," following the luncheon meeting. The following officers were elected: chairman, Miss Ruth Rosholt, Minneapolis; secretary-treasurer, Miss Lynne G. Worth, Duluth.

The Children's and Young People's Section met Saturday morning with Miss Alice Brunat, the chairman, presiding. The Constitution of the Section was presented and will be acted upon at the next meeting. The following officers were elected: chairman, Miss Ruth Cutler, Minneapolis Board of Education; secretary-treasurer, Miss Gwen Bowman, St. Paul Public Library. The recommendations of the White House Conference on Children in a Democracy were read. Members were invited to send the secretary a statement of accomplishments in their library or vicinity which carry forward the objectives of this conference. A selected list of books for youth entitled *This and That*, prepared by the Book Evaluation Committee, was distributed. The tentative objectives for children's work in schools and public libraries, prepared by the Planning Committee were read and distributed. Members were urged to send criticisms and further recommendations to the M.L.A. Secretary. Mr. Frank K. Walter spoke on the "Serious Aspects of Humor," stressing the importance of humor in books for children

and adults. Miss Jean Gardiner Smith, compiler of the list, *Latin America: Books for Young People*, which was a supplement to the April 1, 1941, *A.L.A. Booklist*, emphasized the importance of careful selection of children's books on South America in her talk. Among the Minnesota authors present at the luncheon were Mrs. Carol Ryrie Brink, Miss Emma Brock, Miss Annette Turngren, Miss Maxine Shore and Mr. Milo Oblinger. Following the luncheon meeting, Mrs. Inger Boye, in her refreshing and inspiring manner, spoke on "Leisure Reading for Children." Her talk will be found on page 228.

The College Section, Dr. Robert W. McEwen, chairman, met Saturday morning immediately following Mr. Githens' talk on "Recent Trends in Public Library Buildings." The objectives for college libraries were presented and discussed. Reports were made on three college library building projects now under way: the Bemidji Teacher's College Library, the St. Olaf College Library and the Macalester College Library. The luncheon address on "The Status of College Libraries" was given by Dr. Robert W. McEwen. It is hoped that this paper will be published early next year in a library periodical. The following officers were elected: chairman, Mr. Alf Houkom, St. Olaf College; secretary-treasurer, Miss Mamie Martin, St. Cloud Teacher's College Library.

### *A Message To Trustees*

If I should go to your town and begin to practice medicine you would think it queer if I had had no training in anatomy or materia medica. You would think it queerer if I declined to go to any medical school and if I never went to consult with other physicians, and refused to go to classes relating to my profession even when such were held within a few miles of my office. Yet that is what many librarians are doing by their profession. Is not mental health as important as physical health? How can a librarian guide the brains of the community if she knows nothing about books or right library methods? Trustees, wake up! Do not hire or keep a librarian who will not learn her tools.—FRANCES HOBART, Former Secretary, New Hampshire Library Commission.



# WPA LIBRARY PROJECT

## The Project in Review

At the end of its third year in existence, considerable progress can be reported for the WPA Statewide Library Project, sponsored by the Library Division of the Minnesota State Department of Education.

Because the Project operates in two distinct fields, the work of the two must be reported on separately. These fields are: (1) Needed assistance to libraries already in existence in the state so that service to the public can be expanded and improved by keeping open longer hours, and relieving professional workers of many routine tasks such as shelving and repair of books: (2) Extension of library service to those without it in the state (mostly rural people and residents of small communities) through county library demonstrations.

This second field may again be divided into two distinct phases — the operation of the demonstrations themselves; and a publicity or information campaign carried on simultaneously, both locally where the demonstrations are in progress, and on a statewide basis, working constantly toward a better understanding of the need for library service for everyone and how such service can be obtained.

### Aid to Libraries

In lending aid to libraries already in existence, the WPA office reports the following services given:

1. Two existing county libraries have been using WPA attendants in eleven stations.
2. Service has been given to 140 public libraries and 101 public school libraries in the state.
3. Since July, 1940, more than 593,916 books have been renovated, and assistance has been given in cataloging over 120,597 books.
4. Story hours have been conducted in libraries in many parts of the state.
5. Assistance has been given in preparing pamphlet and picture collections for various libraries.
6. Library holdings in many schools and libraries have been checked with *Standard Catalogs*.
7. Approximately 55 small public libraries and public school libraries are kept open for circulation during the day by WPA workers.

### County Library Demonstrations

Through the county library demonstrations, good books for both children and adults are provided immediately for those without public libraries at hand. The books are taken to them through a "sample" county library service with the ultimate goal of arousing sufficient interest so that permanent service may be secured through legally established county libraries.

Demonstrations are sponsored on a county-wide basis by county library associations organized for this purpose. These Associations are in turn assisted by local organizations such as: farm units, 4-H Clubs, Home Demonstration groups, P.T.A., American Legions



and Auxiliaries, study clubs, church groups, commercial clubs, business and civic organizations, Boy and Girl Scouts, in fact, every conceivable type of organization, as well as individuals, who take care of necessary local arrangements for book stations, and provide the necessary sponsors' contribution.

Such county and community sponsorship is required not only to assure the sponsors' contribution required by Act of Congress for all WPA Projects, but to assure county-wide promotion of interest in the demonstration and in work toward its ultimate goal—the permanent county library.

#### **First Demonstrations Closed**

In line with a policy of keeping demonstrations in a county only for a period of from one to two years, all but one of the six demonstrations originally started has been completely or partially withdrawn. These demonstrations were in Blue Earth, Freeborn, Goodhue, Mower, Rice, and Waseca counties.

Blue Earth, Waseca and Freeborn counties were sufficiently interested in county library service as provided by the demonstrations to take the matter to the polls in the November, 1940, elections. A one-mill levy for county library service was voted favorably upon in Waseca and Blue Earth counties. Here the demonstration book collections have been gradually withdrawn in order that service might not be interrupted before permanent county libraries can be established. All possible WPA assistance is being given these counties. In Freeborn, the measure was defeated by a small margin and the demonstration was withdrawn immediately.

In Rice County, the County Library Association believed it futile to vote on the matter, so the demonstration was withdrawn in October, 1940, having served its purpose of showing what a County Library can do. The Association, still functioning and determined to have library service, has been carrying on a book service among several communities with books contributed or purchased by county residents. Here, too, WPA assistance is continued in any way possible.

Straw votes at township elections (rural vote only) on the subject of levying a one mill tax for county libraries were conducted in March, 1941, in Goodhue and Mower counties. Both counties defeated the measure decisively. The Goodhue County Library Association believed that the demonstration had served its purpose there, so it was withdrawn.

The Mower County Library Association believed that the straw vote indicated a lack of knowledge rather than a lack of interest, and that it had served as an educational measure. It asked that the demonstration be continued while the Association renews its efforts to secure an appropriation for county service. This is the only county of the original six where the demonstration is still in operation, and here books purchased by the sponsors are gradually replacing the books provided by the demonstration.

Up to January 1, 1941, 86 book stations had been opened in these six counties. A total of 201,066 books were circulated and 13,574 borrowers registered, most of whom had not had library service close at hand before the demonstration was started.

#### **New Demonstrations Organized**

In September, 1940, the first new demonstration was started in Stearns County bringing the demonstration work into an entirely new area. First book stations were opened about the first of the year and up to October 1, through 16 stations opened at intervals, some 24,750 books had been circulated.

Six other counties in the southwestern section of the state have had demonstrations started more recently, and now have from four to seven stations each in operation. They

are Lincoln, Lyon, Martin, Nobles, Redwood, and Watonwan counties. In all these seven counties, the demonstrations are scarcely off to a good start although citizen participation is already very active. County Library Associations have been formed with one exception — Watonwan, where the Home and Community groups are serving as county sponsor. Local cooperation has provided attractive stations, and book drives have been conducted to increase the book collection supplied for the demonstration.

Four other counties — Jackson, Pipestone, Rock, and Nicollet — have been partially surveyed as possible counties for demonstrations.

### Supervisors

To take charge of the professional library phases of the Statewide Project and to supervise its development, Miss Lucille Gottry was appointed in March, 1941. Miss Gottry began work with the project in June, 1940, as supervisor in Goodhue and Blue Earth counties. In September she was transferred to the Stearns County area, where she organized the Stearns County demonstration and promoted library extension in that area up to the time of her appointment to the state office.

In her present position she will not only coordinate the various phases of the project, but will serve as a liaison official between the WPA office, the Library Division, the library project supervisors, library boards, librarians, school officials, citizens' library committees, and others identified directly or indirectly with library extension.

Her duties also include development of good public relations with various state organizations, such as women's clubs, Farm Bureau, P.T.A., and so forth, so that this organized effort will be behind all library extension work.

From three to five professionally trained librarians have been on duty during the past year in the field, organizing the new demonstrations and carrying on follow-up work in the first counties. In addition, a librarian in charge of cataloging has been on duty in the state office as well as a supervisor in charge of publicity.

### Publicity

Since the beginning of the demonstration, news stories have been sent as a matter of weekly routine to every paper in counties where the demonstrations have been organized. These stories have contained local details concerning the demonstration as well as educational material on the county library. This type of publicity was used intensively during the actual organization of the demonstration, intermittently during the course of the demonstration, and again intensively whenever a local campaign was in progress. To make these stories accurate and effective — in fact, to make them possible, close cooperation of the supervisors in the field was essential; cooperation of local leaders was also valuable. Where such cooperation was given, the publicity was much more intensive.

In addition to news stories, illustrative matter was used as much as possible. Through the cooperation of the WPA Information Service, mats were made of charts showing "Urban and Rural People in Minnesota With and Without Library Service" and "How the County Library Operates," both helpful educational charts. Pictures of local stations were also taken and used in local papers, as well as in feature material to assist in arousing interest.

More than 500 weekly news releases were sent out reaching every paper in counties where demonstration organization work was carried on, and over 10,000 inches of newspaper space was received in these counties.

From time to time, news stories on Minnesota library conditions in general have been sent to all daily and weekly papers in the state (over 500).

To reach not only people in counties with demonstrations but to make publicity as effective as possible by reaching groups particularly interested, feature stories on the work of the demonstration and its need have been released from time to time to such publications as: "The Farmer," "The Farmer's Wife," "The Farm Bureau Weekly," "Minnesota Journal of Education," "Albert Lea Community Magazine."

A special County Library Supplement, — two entire pages were devoted to the demonstration and the county library by the "Austin Herald." The Herald donated the space, the necessary work involved, and mailed out extra copies to a special list of rural readers. The Mower County Library Association paid for the additional copies.

#### Radio Scripts

In line with the policy of extensive publicity in the counties where the demonstrations were actually underway, radio scripts were prepared for broadcast over stations in these counties or their vicinity. These were built around various phases of the county library, and local details were added by supervisors who gave the scripts. Eight series, containing 1 to 29 scripts each, were prepared. Broadcasts over the entire period of the demonstration were available to a county (90 scripts), so that people learned about the county library at the same time that they were enjoying the books. Over KYSM, Mankato; KATE, Albert Lea and Austin; WCAL, Northfield, and KFAM, St. Cloud, many people were reached by this medium. In addition, local items for special programs were prepared for some counties at local request.

A series of talks has been prepared dealing with the demonstration and the county library. These contain the principal facts so that interested county residents will have them at hand to present to local organizations. A series of five such talks covering various phases is on hand.

A mimeographed bulletin, "The Library Demonstrator," was issued monthly for two years and mailed to a selected list of people in demonstration counties known to be interested in the county library movement. The bulletin was more or less of a medium to bind together the County Library Associations formed to sponsor the demonstrations, and contained interesting and informative items about the county library as well as the progress being made in other demonstration counties. This was the only medium through which one county could find out about the plans and ideas being tried out in other counties.

A series of five leaflets was prepared to answer questions most often asked. The series includes: "The County Library Demonstration — What Is It?" "The County Library — What Is It?" "The County Library — How to Get It?" "The County Library — How It Operates?" "Your County and the Library."

Sheets portraying the library conditions in the individual county in which demonstration work was being carried on were also prepared for distribution to residents.

#### Printed Material

A leaflet on Minnesota library conditions, "Facts and Figures — How to Change Them." This was financed and published by the Minnesota Library Association, for wide distribution to people interested in library conditions and in a position to help change them.

The Minnesota Project is one of two in the United States being studied by E. B. Stanford, of the Graduate Library School of the University of Chicago, as material for a thesis for his doctor's degree in connection with his work.

## MINNESOTA LIBRARIES

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WPA DEMONSTRATION LIBRARY STATISTICS  
October, 1938 - October, 1941

WPA COUNTY LIBRARY DEMONSTRATION						LIBRARY CONDITIONS IN COUNTY PRIOR TO DEMONSTRATION						
COUNTY	Demonstration Opened	Demonstration Closed	Number of Stations	Circulation to Oct. 1, 1941	Borrowers Registered	RESULTS	Population	No. of Public Libraries	Location	Books per Capita in County	Library Expendi- tures Per Capita	Population with- out Public Library Service
Blue Earth	Nov. '38—Nov. '40		11	50,067	2716	Permanent County Library es- tablished by vote.	36,203	3	Mankato Lake Crystal Mapleton	1.10	.29	18,160 or 50%
Freeborn	May '39—Nov. '40		22	30,876	2414	Permanent County Library voted down by small margin.	31,780	1	Allert Lea	.29	.22	19,580 or 62%
Goodhue	June '39—May '41		20	39,610	2250	"Straw vote" on one mill levy defeated at Township election (first vote). County Ass'n de- cided to continue its work to- ward county library.	31,564	4	Red Wing Zumbrota Pine Island Kenyon	1.09	.37	17,646 or 56%
Lincoln	May '41		6	6,081	780		10,797	None		0	0	10,797 or 100%
Lyon	Dec. '40		8	3,689	1098		21,569	3	Marshall Tracy Minnesota	.61	.19	12,829 or 59%
Martin	Dec. '40		4	5,444	574		24,656	1	Fairmont	.52	.18	17,668 or 72%
Mower	Feb. '39		13	34,112	2180		36,113	3	Austin LeRoy Grand Meadow	.71	.23	16,354 or 45%
Nobles	Dec. '40		7	8,129	2135		21,215	1	Worthington	.41	.21	15,297 or 72%
Redwood	Dec. '40		10	4,681	910		22,290	2	Redwood Falls Morgan	.36	.24	17,570 or 79%
Rice	Jan. '39—Oct. '40		12	17,955	995	County Library Ass'n. believed vote would not carry. Demon- stration withdrawn but Ass'n continues circulation of own books and work for permanent service.	32,160	2	Faribault Northfield	.97	.45	13,100 or 41%
Stearns	Sept. '40		16	24,750	1979		67,200	3	St. Cloud Sauk Centre Paynesville	.76	.33	38,141 or 57%
Waseca	Mar. '39		7	78,907	2870	Permanent County Library es- tablished by vote. Demonstra- tion to continue as long as county cooperates until funds are available in 1942.	15,186	1	Janesville	.21	.06	13,890 or 91%
Watsonwan	Dec. '40		8	6,108	784		13,902	1	St. James	.29	.10	10,502 or 76%

## NEWS ITEMS

### Free Portrait

The St. Cloud Public Library was recently given an oil painting of Andrew Carnegie by a local citizen. It is an unframed canvas 25 by 30 inches and is considered to be a good portrait of Mr. Carnegie. Since the public library already has a Carnegie portrait, Miss Penrose announces she will be pleased to give it to another library on request.

### Field Work

Public librarians may be interested to learn that during the calendar year 1941, a total of 122 visits were made to public libraries in the state by either the Director or the Librarian of the Division. An effort was made to visit every one but neither the travel budget nor the time for doing so permitted.

### To Head Librarians

News letters that were sent by the Chairman of the Trustees' Section of the M.L.A. to library boards over the past year were addressed to the secretary of the Board and sent in care of the public library.

The head of the Trustees' Section reports that some head librarians did not turn over these letters to board officials and that a number of boards did not know that letters were being sent out by the Section.

The practice of sending regular letters to trustees in care of public libraries will be continued this year, according to Mrs. McKenzie, and all librarians are urged to turn over to library board secretaries all letters addressed to them.

### Personnel

Stella Courteau, cataloger with the St. Paul Public Library, died September 12 at Miller Hospital where she had been ill since the latter part of July. Miss Courteau joined the St. Paul Public Library staff in December, 1904, and became a cataloger in October, 1918. She was a member of the American, Minnesota, and Twin City Library Associations.

Mary Ann Skinner, Minnesota, 1941, has been appointed to succeed Bernice Finnegan as librarian of the Sauk Centre Public Library.

Mrs. Grace Gresham Heyn has recently resigned her position as head of the St. Peter Public Library. She is planning to reside in LeSueur. Her place has been taken by Mrs. Edward Chillstrom of St. Peter, formerly a secondary school teacher.

### The September Number

The September number of MINNESOTA LIBRARIES given over to the subject of discarding books has been well received in library circles both in and out of the state. Requests for extra copies have been received from libraries all over the United States. Because of the demand another printing of 1,000 copies was run off the press early in November.

### Young People's Reading List

The Young People's reading list, "For Young Moderns," which was published by the Public Library of Cincinnati in May, 1940, has been brought up-to-date. The original list was ordered by more than 100 libraries. Single copies of the supplement may be obtained free of charge, extra copies 3c each, from the Editorial Department, Public Library, Cincinnati, Ohio.

### Books On Democracy

A selection of books on democracy has been set aside in an alcove of the Main Reading Room at the Library of Congress, for the use of readers there. Librarians who wish to obtain a copy of the list of these books may do so by addressing the Reference Librarian, Library of Congress, Washington, D. C.

### Midwinter Meeting

The A.L.A. Midwinter Conference will be held at the Drake Hotel, Chicago, December 28-31, 1941.



# BOOKS AND PAMPHLETS

## Medical Information for the Layman

Compiled by Staff Members of the Minnesota State Department of Health

*The following books and pamphlets have been selected by various staff members of the Minnesota State Department of Health as suitable for distribution to laymen through libraries. An effort has been made to include only works that are reliable, non-technical, recent, and as far as possible low-priced.*

### General Books on Medicine

Clendening. *The human body*. 3rd rev. ed. Knopf, 1937. 3.75. A popular "short course" in human physiology; for reading or reference.

Riesman. *Medicine in modern society*. Princeton Univ. Press, 1938. 2.50. An account of the outstanding achievements of modern medicine; explains metabolism, allergy, vitamins, hormones, etc.

Wilson and Weisman. *Modern medicine*. Stewart, 1941. 2.00. Highlights of modern medicine, plus information on career opportunities.

### Medical History and Biography

de Kruif. *Microbe hunters*. Blue Ribbon Books, 1930. 1.00. Dramatically-told stories of the pioneer bacteriologists.

Fishbein. *Frontiers of medicine*. Williams and Wilkins, 1933. 50c. Brief, simply-written history of medicine.

Haggard. *Devils, drugs, and doctors*. Blue Ribbon Books, 1937. 1.00. The story of the development of medicine from magic to science.

Heiser. *An American doctor's odyssey*. Norton, 1936. 3.50. One man's adventures in the conquest of various diseases in many part of the world.

Oliver. *Stalkers of pestilence*. Hoeber, 1930. 3.00. The story of infectious diseases and how they have been brought under control.

Singer. *Short history of medicine*. Oxford, 1928. 3.00. Authentic, comprehensive, and readable.

### How to Be Healthy

Diehl. *Healthful living*. McGraw-Hill, 1935. 2.50. Sane and simply-written discussion of everyday health matters, such as diet, fresh air, colds, etc.

Tobey. *Common health*. (National Health Series.) Funk and Wagnalls, 1937. 35c.

### Foods and Nutrition

Aldrich and Aldrich. *Feeding our old-fashioned children: a background for modern meal times*. Macmillan, 1941. 1.75. For parents. Gives methods for developing good eating habits and correcting abnormal eating behavior.

Holmes. *Have you had your vitamins?* Farrar and Rinehart, 1938. 1.00. Complete information by a recognized authority.

Kain. *Prescription for slimming*. McKay, 1940. 2.50. A popular guide to weight reduction by exercise and controlled diet.

McCollum and Becker. *Food, nutrition, and health*. 5th ed. Order from E. V. McCollum, East End Stn., Baltimore, Md. 1.50. A guide for the selection of adequate, attractive, and economical meals.

Rose. *Feeding the family*. 4th ed. Macmillan, 3.75. An excellent general book on foods and food requirements of infants, children, adults, the sick and the convalescent.

Sherman. *Food and health*. Macmillan, 2.50. An aid to the daily choice and use of food.

**Allergies**

Cohen and Cohen. *Your allergy and what to do about it*. Lippincott, 1940. 1.50.

**Bacteria and Viruses**

Hill. *Germ and the man*. Putnam, 1940. 3.75. An interesting but not over-popularized account of the bacteria which cause disease.

Smith. *Plague on us*. Commonwealth fund, 1941. 3.00. A simple, well-written account of man's infectious diseases, containing explanations of immunity, vaccines, and serums.

**Colds, Influenza, Pneumonia**

*Colds, influenza, pneumonia*. Metropolitan Life Insurance Company, New York. Free.

Smillie. *The common cold*. (National Health Series.) Funk and Wagnalls, 1937. 35c.

**Tuberculosis**

Kleinschmidt. *Tuberculosis*. (National Health Series.) Funk and Wagnalls, 1937. 35c.

Trudeau. *Autobiography*. New ed. National Tuberculosis Association, 1928. 1.00. The fascinating story of a physician's life-long fight against tuberculosis.

**Cancer**

Tobey. *Cancer: what everyone should know about it*. Knopf, 1932. 3.00. A useful and comprehensive book, with special emphasis on quackery and false cures.

Wood. *Cancer*. (National Health Series.) Funk and Wagnalls, 1937. 35c.

**Heart Diseases**

Hart. *Taking care of your heart*. Rev. ed. (National Health Series.) Funk and Wagnalls, 1937. 35c.

Levin. *Living along with heart disease*. Macmillan, 1935. 1.50. An interesting and practical guide to the understanding of various heart disorders.

**Venereal Diseases**

Parran. *Shadow on the land: syphilis*. Reynal, 1937. 2.00. A frank discussion of the problem of syphilis and means for combating this disease, by the Surgeon General.

Snow. *Venereal diseases: their medical, nursing, and community aspects*. Rev. ed. (National Health Series.) Funk and Wagnalls, 1937. 35c.

**Diabetes**

Joslin. *Diabetes: its control by the individual and the state*. Harvard Univ. Press, 1931. 1.00. Practical advice for the public.

Scott. *Diabetes*. 2nd ed. (National Health Series.) Funk and Wagnalls, 1937. 35c.

Sindoni. *Diabetes: a modern manual*. McGraw-Hill, 1937. 2.00. Information on the nature and control of diabetes, the use of insulin, and suggested menus for the diabetic patient.

**Dental and Oral Health**

Brekhus. *Your teeth: their past, present, and probable future*. Univ. of Minnesota Press, 1940. 2.50. An entertaining and practical survey of what is known about human teeth, their diseases, and what to do about them.

Cady and Knutson. *Good teeth*. United States Public Health Service, 5c.

**Surgery**

Benmosche. *A surgeon explains to the layman*. Simon and Schuster, 1940. 3.00. Clear and interesting explanations of conditions that necessitate surgical operations, with descriptions of some common operations.

**Anesthesia**

Fulop-Miller. *Triumph over pain*. Bobbs-Merrill, 1940. 3.50. Stories of the discovery and development of various anesthetics.

**Drugs**

Silverman. *Magic in a bottle*. Macmillan, 1941. 2.50. Popularly written accounts of ten great drug discoveries.

**Mental Health**

Bromberg. *The mind of man: the story of man's conquest of mental illness*. Harper, 1937. 3.50. A readable account of the history of mental diseases and the various methods of treating them.

Pratt. *Your mind and you*. (National Health Series.) 2nd rev. ed. Funk and Wagnalls, 1937. 35c.

Wolfe. *Calm your nerves: the prevention and cure of nervous breakdown*. Farrar and Rinehart, 1935. 2.50. A well-written practical book.

**Social Health and Sex Education**

Bigelow. *Sex education*. Rev. ed. American Social Hygiene Association, 1936. 1.00. An introductory book, excellent for teachers.

Parshley. *The science of human reproduction*. Eugenics Publishing Co., 1933. 2.50. Scientific facts and theories of reproduction presented for parents and teachers.

Swift. *Step by step in sex education*. Macmillan, 1939. 2.00. A mother and father answer the questions of a son and daughter at various stages of their development.

Keliher. *Life and growth*. Appleton-Century, 1938. 1.20. For young people of high school and college age.

Levy and Munroe. *The happy family*. Knopf, 1939. 2.75. Sensible and interesting discussion of marital problems—economic, social, psychological, etc.

**Home Nursing and First Aid**

Wheeler. *Amateur nurse: a practical book of home nursing*. Bobbs-Merrill, 1933. 1.00. For those who have had no training in nursing.

Amer. Natl. Red Cross. *First Aid Text Book*. Blakiston, 1937. 1.00.

**Careers in Medicine**

Klinefelter. *Medical occupations available to boys*. Dutton, 1938. 2.00.

Klinefelter. *Medical occupations for girls*. Dutton, 1939. 2.00.

Morse. *Medical secretary*. Macmillan, 1933. 1.50.

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**Book Obsolescence**

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"In view of the high probability that there are not in all the world a quarter or at most a half million books worth shelf room in any library—least of all our public libraries—how much longer will it be before book obsolescence and discarding will halt the pervasive custom of book-hoarding and take its place as a recognized and vital branch of book selection?"—RODEN, CARL B. "Theories of book selection for public libraries," in *The practice of book selection*, P. 17-18. (Chicago, U. of Chicago press. 1940. \$2.50)

# ADMINISTERING LIBRARY SERVICE in the ELEMENTARY SCHOOL

by JEWEL GARDINER, Librarian, Teachers Professional Library, Sacramento City Schools  
and LEO B. BAISDEN, Deputy Superintendent, Stockton City Schools

SUCCESSFUL development of the elementary school library program depends upon the intelligent cooperation of many persons. *Administering Library Service in the Elementary School* will be as helpful to the superintendent of schools, the elementary principal, and the classroom teacher as to the librarian in actual charge of the library.

It is addressed not only to those actively engaged in school library work but to library schools which train elementary school librarians and to normal schools, teachers colleges, and universities training elementary teachers.

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